

PUPILS OPINION OF THEIR TEACHERS

BEHAVIOURA FORMS

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As the instructional and educational effects of "family preponderance" the social tasks of the same character in schools are increasing continuously which also lays a new duty upon schools. Colleges, our society takes care with little help of the teachers training that the teachers of primary and secondary schools prepare themselves suitable for meeting increased intellectual requirements. At the same time, however, the instruments serving a more efficient handing down of that educational knowledge are developing rather slowly. Finally, the task -complex multiplied in this way is to be tackled by the teachers who are, in addition to other things, expected by society to put new life into the above-mentioned educational material, making it an interesting personal experience for children. In the "transitory" school situation charged with the quantitatively and qualitatively increased requirements and the difficulty of their realization necessarily the teacher's person comes into prominence even more. A further cause of the teacher's getting into a social limelight is that in the period of the so - called transitory difficulties the teacher can considerably decrease, or possibly strain to the outmost, the contradiction between school and society.

Simultaneously with the formation of "school-centred education" a quick change is taking place in the "social domain" which forms the scene of human life-activity. The model of the conditions of group-homogeneity is succeeded by the models of group-multiplicity /group-diversity/ and heterogeneity. At the same time students are surrounded by the various effects of mass-communication. The problem of what group-formation and effects become in children a group of reference, or with which group-formations they get into contact, i.e. which of these gives rise to a personal commitment, interpersonal relations, or what is more, intellectual and emotional experiences of belonging there, depends on those effects of the micro-groups which correspond to the children's interests and with which they get into an intimate contact. In this period of increased effect-system it is of crucial impor-

tance for society that schools should be capable of creating a special climate /positive school-atmosphere/ among pupils, in which, by exerting influences based on mutual cooperation, they can ensure the formation of children's self regulating capacity, the development of their ego-consciousness, the regulation of their value-system, habits positive behaviour-patterns etc. In the complicated mass and system of social effects, teachers are playing a highly important role in society by bringing about a school atmosphere in which the co-operative and creative demand of pupils can be developed in connection with their social activity. Information, relation- and value-systems mainly find their way to pupils through the teachers. Teachers may determine the orientation of pupils to social values, help to turn these values into inner conviction - often even for a lifetime. The personal -human medium /teacher-student relation/ produced by them, as the group-connections developed in the groups /class, Communist Youth League, study circle, etc/ directed by them /a psycho-social factor/, contain concrete "experiences" of belonging to an ethical orientation /interest, aim of life, ideological conviction/. This selective activity can only be performed by somebody who has transformed the social-value-systems into inner experience and conviction. In that, too, the personal and human effect of the teacher has a decisive role. The teacher's conduct plays also an extremely important influencing role in turning the requirements of the microsurroundings /external effects/ into an ego-model man of internal content, in self-realization and self-perfection /interiorization/.

Under the influence of their teachers' conduct the pupils in the group-communities controlled by themselves, already experience the outlines and content of their future social existence. It is therefore that pupils should be able to develop a relation of the best possible "coexistence" with school life. The school and inside that the teachers, should establish such personal group-conditions that these activity forms, turning into inner, personal forms, may determine the future social activity, motives, orientations, mental attitudes of the pupils, controlling in this way their later behaviour. Only in this way is it feasible to prepare every pupil for a particular social "role" which is nothing else than the absolute structure /organized at school/ of the social activity in which the given individual participating. Teachers

very well know however that the "ego" is the most difficult dimension of the personality to approach. Under the conditions of the present mass-education this causes great problems today, and it is easy to understand why it still has not been realized. It is again only the teacher's person, his positive human properties that can give this confused situation a pleasanter aspect.

The problems of the connection between school and society drawn above in outline- the increased information, the slow development of educational instruments, the multiplicity of the effects of social coexistence /group-heterogeneity/, the realization of the mutual personal connection with pupils- have become in our days extremely important. All these make the practical examination of the school-behaviour of teachers prominently important.

The method used in revealing
the theme

The nationally representative data of our investigation were obtained by using questionnaires. Taking into consideration the confidence interval, according to a layered pattern, we had to put questions to twelve-thousand pupils. This is the numerical ratio whose data already, give us the probability that our conclusions drawn from them may be true approximately with 95 per cent security and 0.05 precision, probability level respectively. Our data have been obtained from pupils in the 5-th-8-th classes of primary schools /10-13year-olds/ and 1-st-4-th classes of secondary schools /14-18year-olds/.

In our question-series we have investigated the following groups of the behaviour-forms of teachers:

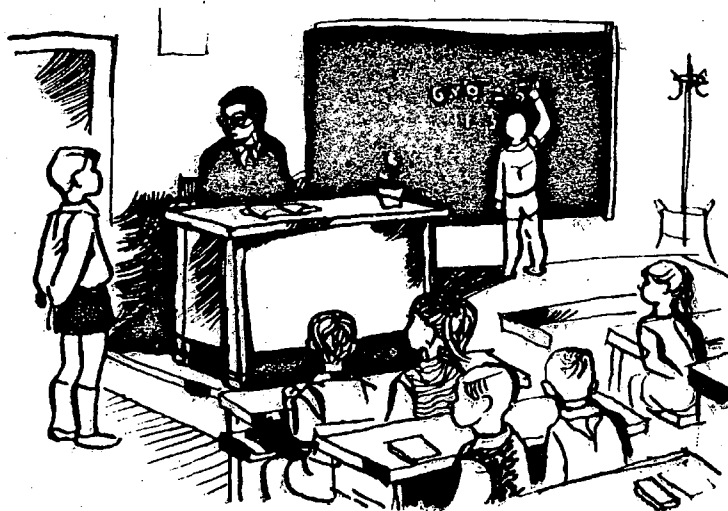
- /1/ opinions about the teacher's intellectual activity /knowledge, communicating and organizing faculty/
- /2/ manifestations of his moral conduct and character;
- /3/ conduct-forms related to his orientation;
- /4/ characteristics of the personality condition of teachers.

As in this case we have investigated how the students see their teachers that is to say, as we have attempted to establish the above properties of teachers by means of the students' observations, the questionnaires were filled in, of course, anonymously. In our paper we are trying to give answer only to the first question of

the investigation, in fact, only to a part of it.

• The qualitative evaluation of the investigation- and then, within that, the exploration of its' depth- was strongly helped by the projective pictures by means of which, from class I of the general /primary/ school up to class 4 of the secondary school we had a conversation with the students..

Here two of the pictures used in our investigation:



Picture 1

A lesson of primary-school children /6-9 years old/



Picture 2

A lesson of 10-14 years old primary school children
We are showing only two of the twelve pictures used.

These two pictures belong to a series of twelve which we used in our investigation, the rest of the series repeat the same subject varying according to the characteristics of age-groups.

In addition to what has been mentioned so far, by means of questionnaires and interviews information has been obtained from teachers as to their most frequent behaviour-forms in school-practice and whether or not they thought them suitable. We also asked them about their expectations. The questionnaire is representative for the whole country and interview for a county.

We have transformed the "votes" and personal opinions obtained with the help of the methods discussed above into point-values and data, reckoning by means of them averages, percentages, dispersion and correlation. This we can show the relative occurrence of the teachers behaviour-forms with the help of numerical data. We want to emphasise again that our investigations do not mean to display any adverse criticism of teachers. We only try to answer the question, how teachers are seen through the eyes of their pupils. We only wish to give a general survey analysis of some educational life-situations, without aiming at complements.

Some basic theoretical problems that determine
our scientific approach

Among other things, society preserves its structure through handing down social information by means of its various institutions, the information being coded as a specific system of signs /culture, ideology etc./ The "taking over" of the envolved material and mental activity is carried out in special organizations. For this very reason, while investigating any of the school's functions, we cannot leave out of consideration the question of concrete social totality. Consequently, the teacher also is to be considered as the bearer of the concrete social-historical development, as an individually integrated result of that, who is at the same time burdened with the conditions of the past, as well. He has, nonetheless, to regulate his activity in a way that it can become a "seed of the future". This attitude secures in the possibility that by no means - not even during the investigation - should the teacher be torn away from the social conditions of his age. More than that, it makes it possible for us to investigate him with his unavoidable contradictions. By social role those functions /normative and accepted patterns of our behavior/ are meant which can, in a concrete position, be expected of each situation and individual. Thus we consider the school as an institution of society, playing a special system of roles. The school in many respects enables the individual to recognize his own social situation /position/ and play his parts in a creative way. The same can be formulated from the view - point of teachers in the following way: teachers, as members of an institution /school/, control the socializing process of pupils under them, with the task of preparing the children for the active realization of definite social role - system. The functioning of the school is therefore determined by the system of social claims set up for it, by the material and cultural possibility at its disposal, as well as by the personal qualities of the teachers which turn all these into a living experience. We have, of course, started our investigations from the basic stand-point that teachers are to be considered as individuals having different fundamental qualities but also definite and common behaviour-forms to play their historical part well. We want to get to these specifically organized personality qualities by examining the frequency of teachers behaviour-form at school.

We compiled the basic questions of our investigations in such a way that the methods applied should always show up the essential properties forming the structure of the teacher's personality /ability, ethical and moral character, orientation, personality-stage./ We wish to ensure in that way that we never look for isolated teacher's qualities but always take into consideration the teacher's homogeneous personality-structure. In the way we can avoid the error of attaching one-sided and exaggerated importance to the so-called "theory of qualities" and its related trends which seek the so-called ideal educator's qualities separated from the personality-structure.

Relatively frequent behaviour-forms of
teachers intellectual activity

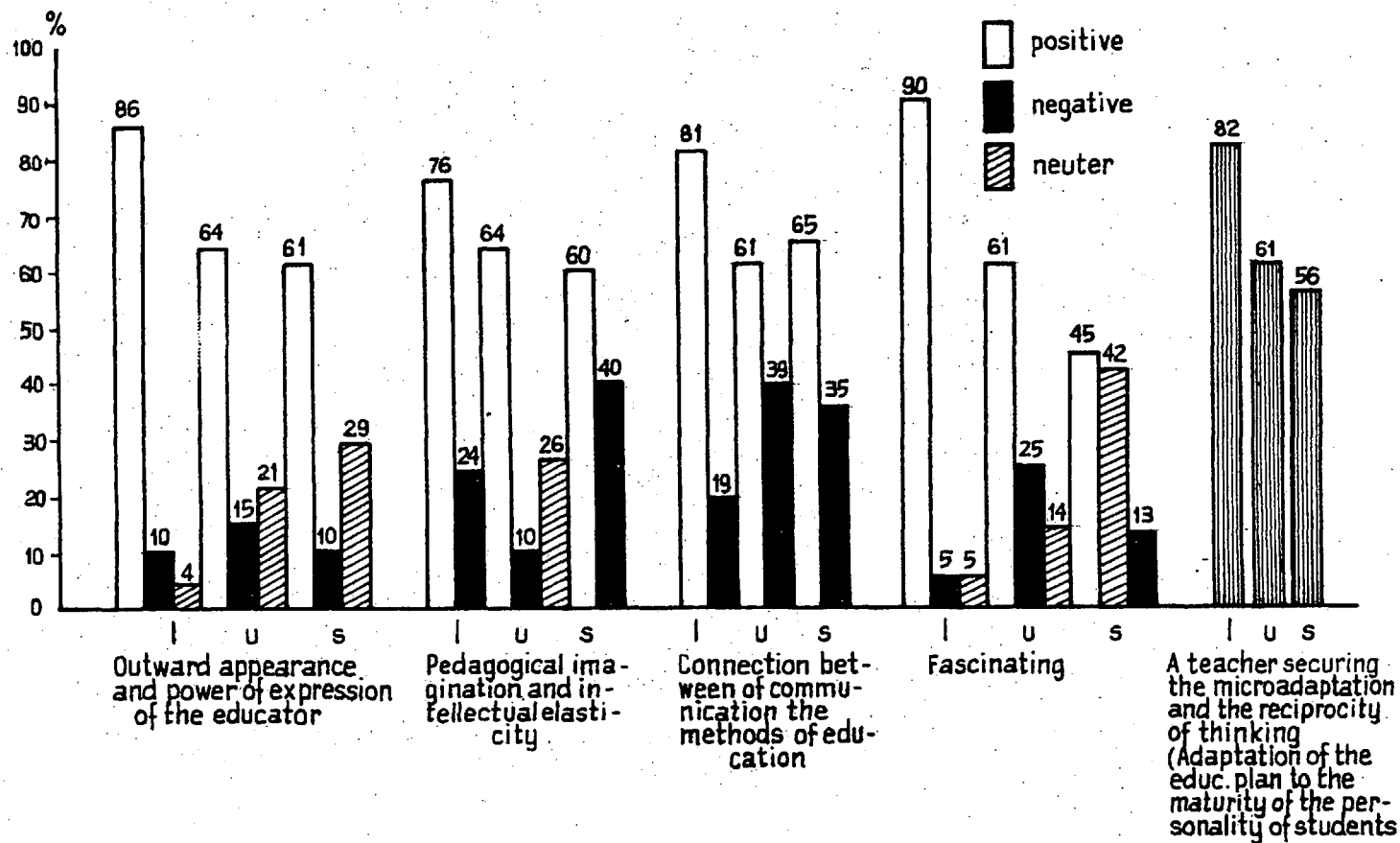
"Men and women are not only the bearers of their past, heirs of a world, persons responsible for a number of actions, but they are the seeds of future, as well. "This beautiful statement of eternal value, by L. Aragon, is even to a greater extent true of teachers. One of the teachers most important tasks is to acquire a definite quantity of scientific and relational /behaviour/ information with all the correlations so that it can be realized at school for social developmentsocial self-regulation. In the functions of selection and transmission the teacher is in fact a key-man who realizes the above mentioned tasks with his intellectual activity.

The level of this special self-regulation of society is determined -depending considerably upon the given systems -by the historically expected maximum level of the development of teachers abilities. This means, first of all, a knowledge of cultural information. At the same time, however, we expect the teacher, to carry out in some special domain a creative and enriching work as well.

The third task can be connected with the previous two in the following way: the teacher can only fulfil his task if he is familiar with his special subjects on a scientific level, being in some degree an active worker in scientific fields and, at the same time, if he can hand down the knowledge to be communicated to his pupils in a correct way.

Fig. I.

THE BEHAVIOUR CONNECTED WITH HANDING ON SCHOOL KNOWLEDGE



Since an educator pursuing his profession keeping abreast with the times is by no means a mere mechanical meditator but ensures the students co-operation by re-forming knowledge, he must be a good organiser, as well.

Now we summarize the data of our investigations and the considerably important elements of their instructions:

First we investigate the teachers' behaviour -forms connected with the amplification of knowledge in the field of their special subjects and that of their general culture.

Opinions of primary school pupils concerning
the amplification of knowledge in the field
of general and special subjects.

We must touch in a few sentences on the problem, if the 6 to 10 years old pupils are capable of forming any judgement of their teachers behaviour. /Ferenc Mérei for example writes about school-maturity, as follows: "Thinking becoming dispassionate and the interest objectivized, a way is opened to the child for beginning to measure his own activity from outside, as well. Among the motives of their thinking emotional elements, are still present nevertheless, they are able to establish - elaborate in their thinking what is good and what is bad for them in the behaviour of others." And H. Wallon puts his views into the following words: "Objectively has had his place in his environment even before. Now, however, he has an exact idea about what kind of place is due to him. At present he already knows himself as a bearer of different possibilities at the same time. In that way, his personality has achieved the level of the category of consciousness.

During our investigations we experienced that the majority of students gave evaluable answers. It is true,

^x It is reflected by the data given how the students saw their teachers. We do not claim, of course, that these opinions

however, that the pupils in classes I and II do not as yet observe the properties of their teachers consciously, and they do not meditate upon them. But we can learn from their narrations - as concrete educational life situations - what they appreciate or reject in their educator. Our investigations also proved for instance, that the prestige of the educator in the eyes of six-seven-year-old children comes first of all from his given position. From class III.on, however their authority-bound attitude and their respect of authority become a little closer. At the same time, we have established that in the eyes of children the most central problem in the human conduct of their teacher. We may understand clearly from the conversations that pupils feel and can express on the level of their own thinking - or, at least they can refer to it- that by entering school, their position has changed in every micro-group. To put it more exactly, the new measure of value of their "group -positions" will be the succesful or unsuccessful school-activity. "Daddy plays whith me only if I bring a red point" /I.14/. They love my brother more than me because he learns better than I do" /2, 72/ "Children laugh at me if I do not know the lesson. They only play with me if there is nobody around" /3, 176/. As children feel that almost everything depends upon their teacher, his behaviour will be fundamentally important for them. As pupils do not only want to preserve their old, positive "roles" in their family and among their companions but they also want to get new ones it can be understood easily that they turn to their teacher whith full devotion. By this we mean that they respond to the positive behaviour of the educator whith full attention and their adaptation becomes faster.

of pupils are of absolute value. But a situation report is anyway given by numbers and testimonies. And that may be a beginning of further investigations and educational-psychical experiments.

xx Merei, F.-Binet, Agnes, 1970; Gyermeklélektan /Child Psychology/. Publishing House "Gondolat", p. 173.

xxx Wallon H. A gyermek lelki fejlődése /Mental Developement of Child./ Publ. House "Gondolat", p. 156.

Further on, we will investigate to what degree the school can meet the need for turning towards the external world. I/a in Fig 1 clearly shows that, according to the opinions of six to ten year-old pupils, 79 per cent of their teachers regularly add to the scope of knowledge in schoolbooks, and the majority of children is glad about that. This amplification does not mean the enlargement of the curricular material with additional facts, but it means an adaptation of knowledge prescribed by the curriculum, to the students life-situations, which necessarily means connections with other factors as well. In this way, the material of knowledge becomes a living reality of everyday life for children. Only in this way can lessons in this age of life be really true to life. Therefore, answers like the following were. Therefore, frequently: "I like reading lessons because then we speak about a lot of things" /cl. 2, 199/. It turned out from the interviews with pupils that they were pleased with the enlargement of their concrete reading passages. 85 per cent of teachers state about the same problem that they regularly amplify the compulsorily prescribed subject-matter of instruction. The arithmetical mean of the opinions of teachers and pupils is 82 per cent which displays in this case only a difference of 3 p.c. which can be considered a good congruence. At the same time, in the opinion of pupils, it is only 4 per cent of teachers who are teaching only the text of schoolbooks /Fig. 1:2/a/. By way of illustration, we quote here the answers of a few pupils: "During reading lessons, we do not, speak about anything else than what is written in the book. I am bored with that." /cl. 3, 179/. "We are learning only the arithmetic problems contained in the book. I should like to invent and to sums" /cl. 4, 71/. "In grammar lessons, we have to learn even the examples from the book" /cl. 4, 7/. At the same time, 25 per cent of teachers claim that they "present only the text of schoolbooks."

Pupils think that 7 per cent of teachers cling rigidly to the text of school-books: /cl.: Fig. 1:3/a/. This "complaint" is raised first of all by pupils in classes III and IV. "The lessons in the grammar book are to be learned by heart, and I do not like that" /cl. 3, 211/. Pupils are protesting against learning examples in addition to learning rules. I do not like environment study" lessons because I am supposed to learn every-

thing by heart /cl.4.21./ The above-mentioned 7 per cent is surely a low number, yet, we make mention of this behaviour-form because it exposes the pupils in question to an overburdening which is unjustified with its mechanical character and is harmful to the school-atmosphere. 9 per cent of the teachers thought this form necessary.

The problem of how thinking becomes of a higher standard /4/a/ is listed among the behaviour-forms in Fig.1 in order to indicate the two main fields of interest /orientation/ of the age groups /8-10-year-olds/: discovering and learning about the external world, and developing an original thinking capable of getting to the core of problems. It is therefore, no accident that the pupils in classes III and IV already notice and even take as their pattern a well-proportioned logical system of lessons and the many-sided knowledge of their teachers. This is true even if they themselves have just realized its importance and even if it is not always characteristic of their thinking.

Pupils consider 80 per cent of all their teachers' classes as having a logically well-proportioned structure. This problem is touched upon by those pupils as well who still think in many regards in images. Let us quote some typical examples: "I am pleased to go to school because in class I can easily learn what is important." /cl.3, 102/. "The most difficult thing to recognize is what our teacher considers to be important" /cl.3, 52/. "Our school-mistress always says it louder what she thinks important." /cl. 3, 12/ "Our teacher always arranges in groups the things learned in class, it is therefore easy to remember the lesson well" /cl.4, 23/. If somebody can summarize the lesson shortly and well, we consider him to be a clever child. It is shown by these few quotations, that in the pupils in classes III and IV the desire for seizing and grouping the essence of problems already begins to take shape. "I look up to our teacher because she knows so much. Our teacher can answer any question." /cl.4,151/ "Our school-mistress is the dearest of all for she knows everything /cl.3,172/. "I ask the teacher what I do not know for she knows everything. If somebody is clever, I believe everything he says" /cl.3,75/. "I shall become a teacher so as to know a lot" /cl.2,191/. "I like our teacher because she is clever" /cl.2,12/. In the majority of lower-grade pupils the knowledge of their

teacher inspires respect, they like her therefore and are more "obedient" to her, that is to say, one of the most important conditions of the educational influence is the teacher solid knowledge.

85 per cent of those teaching these classes have the opinion that their lessons are logically well proportioned and arranged in a suitable way. The two statements, that is the 80 per cent of pupils and the 85 per cent of teachers are near enough each other, the difference being only 5 per cent.

/b/ Opinions of 10-14-year old pupils concerning their teachers general and special knowledge.

The teacher who regularly enlarges the special teaching material and is able to present it in a way much appealing to pupils.

It is generally known that pupils belonging to this age group turn more definitely towards the world and they are fairly curious to know their environment. They become more and more able to get rid of their one-sided subjective intentions, desires, and to examine the world objectively. It is easy to understand that they judge a class in school by the amount of knowledge they get during it. They say that 65 per cent of their teachers regularly enlarge the subject-matter of instruction with something taken from life and interesting for them.^x By way of illustration let us quote a few characteristic answers: "I like zoology because we visit stock-breeding farms, and because we have formed a group for breeding small animals" /cl.6,7/. "I like zoology because we do some dissecting, as well. I have also dissected animals and shell perhaps never forget that experience. We all dissected three animals each" /cl.6, 172/. "I find history to be interesting

^x This statement of pupils was summarized by taking into consideration two sources: on the basis of the answers given in the questionnaires and of the opinions obtained with the help of the projective pictures. In the case of the latter method, we have compared the statements of pupils with the material of school-books.

since our teacher completes several parts with original stories" /cl.7,13/. "I look forward to history lessons because the material of the book is completed with interesting adventure-stories by our teacher" /cl.6, 21/. "I am glad to learn physics our teacher completes the parts in our book with detailed experiments and, in that way, they are understood by everybody" /cl.6, 23/. "I like Hungarian lessons because our teacher completes the material of the book with details that had actually happened, and because we read selected passages in class". The teachers' demonstrations, experiments, extracts read out from reference books, the use of encyclopaedias, excursions, film-strips, trips to museums and archives, anecdotes, the discussion of contemporary events, adventures, etc, are all regarded by pupils as completion. It is particularly highly appreciated if the teachers, in the course of teaching the concrete school topics, demonstrate recently published books or other up-to-date materials. We have observed that in the domains investigated 8 per cent of the teachers of Hungarian teaching in classes VII and VIII make the students read systematically, or teacher and pupils together read the most recent literary products /from periodicals, details from books/. In the classes of these teachers, 81 per cent of pupils are really enthusiastic about literature lessons. Only 2 per cent of the pupils remained entirely indifferent.

Talking about the enlargement of the special knowledge to be communicated to various classes, it is striking that the higher the form a pupil is in, the less additional and lifelike presentation is felt on the part of the teacher. It is, however, proved by our investigations that the teacher's completion of the teaching material neither decreases numerically /in quantity/, nor does it grow. In accordance with the personality-development of pupils, the increasing complicatedness of textbooks and the curricular demands, only a quantitatively increasing and qualitatively constantly reorganized extra-curricular material would satisfy the pupils. Only this would make them feel they have acquired some extra-knowledge.

In connection with the same problem, 71 per cent of the teachers in the upper grades claim to complete the material of school-lessons systematically /cf.: Fig.1: 1/f/. The variance between the opinions of pupils and teachers is of ± 3 per cent

from the arithmetical mean, which can be considered as a good congruence.^x

In the course of our investigations we have come to the conclusion that the relation of pupils to the school is largely determined by the adequate completion of the teaching material of any given subject.

The teacher with thorough knowledge

One of the important subjective conditions of the personality-development of the upper-grade student is to regard some members of their vicinity as patterns to be followed. While the majority of students from the age 6 to 10 look upon their teacher - owing to several causes - with admiration, from 10 to 14 - corresponding to the development of the faculty of abstraction - they regard adult persons controlling them on the basis of new standards. Prominent human knowledge becomes the most important basic condition of the social relation of commitment and belonging. It is obvious that the students, owing to their limits of development, are not yet able to judge the knowledge and faculties of their teachers objectively. Nevertheless, they are capable of recognizing in an indirect way the teacher of outstanding knowledge who is important for them. "He speaks easily about the subject-matter of school-instruction" /cl.7, 21/. "He calls our attention to surptizing relations" /cl.8, 74/. "We cannot but admire his many-sided and deep knowledge" /cl.8, 34/. "He can explain the material of lessons in such a logical and clear way that everything seems to most obvious simple, and convincing. The student is in an easy situation with a teacher of such a high knowledge" /cl.8, 21/. He can argue in a way that every counter-argument colapses" cl.8, 3/. "His every statement is based on verified experiments and a deep conviction" /cl.8, 2/. "I should like to be a man of such thorough knowledge as our teacher of history" /cl.6, 22/. Our pupils raise, therefore, the following demands: teachers

In the case of upper-grade students we consider a variance of ± 6 per cent to be acceptable and satisfactory.

should satisfy pupils' enlarged interests, present problems in a simple, clear, convincing way, and all this should result in a quick and solid increase of the knowledge of pupils.

In the course of our investigations we have experienced that students speaking about the thorough knowledge of their teachers, connect that in their minds with an advanced refinement of thinking. The answers of students mentioned so far also refer to that. Pupils express most often the following expectations: "... we understand the subject-matter of instruction if we learn enough concrete rudiments during the lesson". "The teacher greatly helps us if he can disintegrate the given phenomenon into elementary steps of thinking in such a way that these can be arranged in a well-connected chain". "He directs the attention to the essence, this thinking is disciplined and, at the same time, always exact." "His statements are always supported by strictly proved facts and documents". "We are pleased to listen to him for he begins the lesson with an interesting problem. Then one problem follows the other and we think together." "His thoughts are new, they scintillate with wit, he is courageous, critical; he can argue in an admirable way". "He never interprets things rigidly and he can take incredibly many variations into account". "...he can also look at problems through our eyes."

Students attach great importance to the teacher's good observational capacity, his rich imagination /creativity/, as well as they admire him if he has reasoning power above the average flexibility of thinking, creative activity, self-critical thinking that can reflect significant relations, etc.

Teacher's behaviour adhering rigidly to the text of a
schoolbook or lecture notes

Upper-grade students assert that 20 per cent of their teachers use only the text of the schoolbooks while teaching. Students state: "I do not like to go to school because the teachers only bore us by telling us the text in the schoolbooks" /cl.8, 91/. "I do not like history because we always have to learn only the countless dates and tedious events contained in the book. Our teacher also presents the text of book" /cl.8, 12/. "Geography lessons are boring since the teacher recites the text of the schoolbook almost literally" /cl.7, 9/. Most students complain of being condemned to a full physical and psychic passivity. Many of them suffer from the lack of subjective experiences, from the mechanical, uninteresting, dry, and spiritless school-lessons. It is proved by our investigations that if in a class /with five-six teachers/ only one teacher displays this behaviour it does not determine the general relation of students to learning /only that to the given subject/. With two-three such teachers, however, the relation of students to school will be negative in 80 to 90 per cent and they are all agog to leave school.

22 per cent of the teachers themselves, too, have declared that they present only the text of schoolbooks during school-lessons and do not consider any additional material necessary. The majority of them are arguing that the schoolbooks give enough information, therefore they do not consider even partial completion desirable. "The schoolbook should be up-to-date and contain all the facts." /21/. "The schoolbook should be suited to the development-level of students and it is not the teacher who should devise teaching material," /93/ Out of deviation from the text of schoolbooks follows the overloading of students" /19/. Underlying these opinion we must suppose the existence of a kind of rigid outlook. Our investigations prove that of the most frequently occurring motivations of a negative school climate is the teacher who presents only the text of the schoolbook. As a result of this

behaviour we witness among students fatigue, boredom, indifference, aimlessness. The statements of teachers /22 per cent/ and students /20 per cent/ differ from the arithmetical mean only ± 1 per cent, which may be considered a good congruence.

Getting pupils to recognize the social
importance of what they learnt

One of the considerable motives of the positive relation to school is that the students, during their activity, recognize the social importance of the knowledge learned - and in that the direct or indirect significance of their own part. Pupils estimate that 21 per cent of their teachers /cf.: Fig.1: 5/f/ take systematically care of this problem, that is to say, they set every school-lesson, resp. the communicated material of instruction in such a utilitarian aim-system. Thus the knowledge learned adapts itself subjectively, as well, to the system of the individual's spheres of interest. Following such an effect, there appear interest, enthusiasm, spontaneous activity, attitude, diligence, resoluteness to act etc.

The opposite of the teacher's behaviour-form in question is when the teachers cannot set the material of instruction in the aim-systems of the personalities of the individual students. Such a state of affairs is not favourable to the activity of students, the spontaneous activity, and it even retards the development of a positive relation to the school. It is yet more surprising that 47 per cent of the teachers think in connection with their own work that they comply with this educational expectation. The deviation of the percentage values of students and teachers from the arithmetical mean is ± 13 per cent, which we consider a bad congruence. The question is, therefore, essentially that we make the student recognize some social roles that he can perform by means of the knowledge learned. It is generally characteristic of the adolescent that he looks for roles to play - even if he is hesitating. If we offer them such roles during learning then we can usually ensure their positive interest in school. Consequently it is easy to understand that the personality-development of adolescents is influenced to a great extent by the recognition of the individual and social significance of the knowledge learned at school. Within that, it exerts a great effect on the formation of the expectation of students, as well as on planning the indi-

vidual patterns of the connection with concrete social reality.

Teachers behaviour helping pupils
to amplify their knowledge independently

Below we shall investigate what percentage of students is caused by the above-mentioned positive behaviour-forms of teachers to complete their knowledge in a domain independently, spontaneously and, at the same time, systematically. 47 per cent of the upper-grade students /cf.: Fig.1:6/f/ have declared to have begun an independent activity to acquire knowledge as a result of school-influence and the example of their teachers. Most frequent forms are /according to their occurrence/ the following:

- /1/ becoming a reader /"... since then I have been going systematically to a library"/;
- /2/ interest in travel books, geographical discoveries, space exploration;
- /3/ study of works on historical topics;
- /4/ effort to express clearly what they have to say;
- /5/ engagement in handicrafts, carving, fixing simple machines, constructing detector radios, telephones, simple electrical installations, book-binding, taking photographs, etc.;
- /6/ writing poems and short stories;
- /7/ dealing with chemical problems;
- /8/ breeding small animals;
- /9/ needlework;
- /10/ collecting insects;
- /11/ stamp-collecting;
- /12/ using reference books and encyclopaedias.

/c/ Opinion of secondary-school students concerning
teachers' general knowledge and that of special
subjects

The teacher possessing thorough /impressive/ knowledge

Our investigations also confirmed the well-known fact, that the central problem of the intellectual activity of secondary-school students is characterized by purposiveness and the

endeavour to obtain thorough knowledge. This comprises the whole psychic development of the age-group. And even we may experience day by day with what a particular interest they turn to the scientific cognition of single phenomena. But at the same time we may establish, too, that such a scientific interest and purposiveness can only develop in classes /schools/ where students consider the knowledge of their teacher as having an outstandingly high level. On inquiry the students declared that they considered the knowledge of 41 per cent of their teachers as outstanding, and a number of them imagined scholars and scientist to be like their teacher. /Fig.1.: 4/k/.

In connection with this let us quote the following rather typical answers: "The geography lessons give a spiritual refreshment to me since our teacher knows the subject of the lesson in a fascinating, scintillating way. Luckily, his diction is also very good. I like, as well, that he is capable of elucidating the given problem in a comprehensive way. He is demonstrating the questions that seem to be the most sophisticated ones in such a simple and nonetheless high level as if we were not participating in a school-lesson but in a mental exercise. I often discussed it with my class-mates, speaking about the causes of this unusual impression made on us. Most of us attribute this attractive force first of all to the scientific grounding of our teacher. How do we know it is scientific; The class feels it somehow. His comprehensive knowledge, erudition systematical thinking, his talent for thoroughly approaching given questions make us think him a scientist /cl.3,11/. "I admire our teacher of physics, and so do most members of our class, what I like best is that he knows the material with enviable unerringness and can communicate it all in a very simple way" /cl.4,1/. "We are looking almost spontaneously - and a little competing with one another - for the possibilities of getting as much knowledge as possible. And it would be simply a shame for us to be inexact in oral tests. We feel it, as well, to be an internal duty to systematize the material of knowledge in a suitable way. And everybody is proud of being able to recite the lesson in his own words" /cl. 4, 23/. "Our teacher of literature has a particular respect since he is a writer as well. In our class, everybody has read our teacher's volume of short stories. Since then, each of his words has a particular weight and exerts a very great

influence on us. Many of us began writing poems and short stories. I did it as well, I wrote three short stories. I have found, to be sure, that I can never be a writer but these few months left their indelible mark on me. I feel as if I had just gone over from childhood to adulthood for good". /cl.4,29/. "Our teacher of history is held in great respect because he is writing a historical book and works, in his free time, in archives, museums. He devotes all his spare time to this work. We consider him as a man of great knowledge" /cl.4,25/. "Everybody in the class likes singing and is, therefore, a member of the choir. Our teacher is a composer. His composition was sung by our choir on the radio. He is a man with unbelievable persistence and diligence. Many would be glad to have such a will-power and energy" /cl.2,29/.

We attempt to summarize the most important property-elements of the behaviour-form discussed above, as follows:

- A teacher is attractive if he is well-read, knows a great many data, events, formulae, regularities, connections etc.
- if he has an expert knowledge and is creative in some field /writes books, is an ethnographic field-worker, experimenter, innovator etc./
- if his knowledge is beyond all doubt of uncertainty
- if he systematize teaching points well and conducts school-lessons logically,
- if he presents teaching material clearly /comprehensively/,
- reveal the connections on the level of the students thinking, taking into consideration the age-group characteristics of students,
- understands well the content elements of phenomena,
- trains pupils for thinking critically.

On the basis of student opinions and with the help of our own observations, we have endeavoured - by fixing some property-elements - to reveal the effects exerted on students and found to be the most significant:

- such teachers motivate students "to acquire much knowledge",
- they encourage them to explore phenomena fundamentally and deeply, to be precise, to systematize their thoughts, develop the comprehensive properties of thinking,
- to be critical, etc.

At the same time, approaching problems actively, creative initiation, an ability to overcome external and internal difficulties and continuously rising intellectual expectatins all become a natural port of pupils' behaviour.

It has also been noticed that these effects can only become the behaviour-form of the students personality if the property-elements of educators enumerated earlier are combined with other positive properties of teachers /good-naturedness, good-well, readiness to help, enthusias, respect for students, etc./ With the intellectual, moral, aesthetical, etc. requirements of such teachers the majority of students comely spontaneously, out of inner conviction. It is evident already from the above that teachers speed up their students personality-development /social maturity/ by means of the weight of their social connections. Their undying merit is connected not only with the transfer of knowledge but also with transforming other social standards /norms/ into internal convictions.

During our investigations the following experiments were made with two teachers having the above mentioned activity-forms and 4 classes: A.J., a teacer of history, held in great respect because of his knowledge, was ashed to tell the distance between the classroom and a house /3 kilometeres from the school/ which could be well seen form the classroom. On inquiry he said before the pupils that the distance was 2 kilometres. All in the classes were ashed the same question.

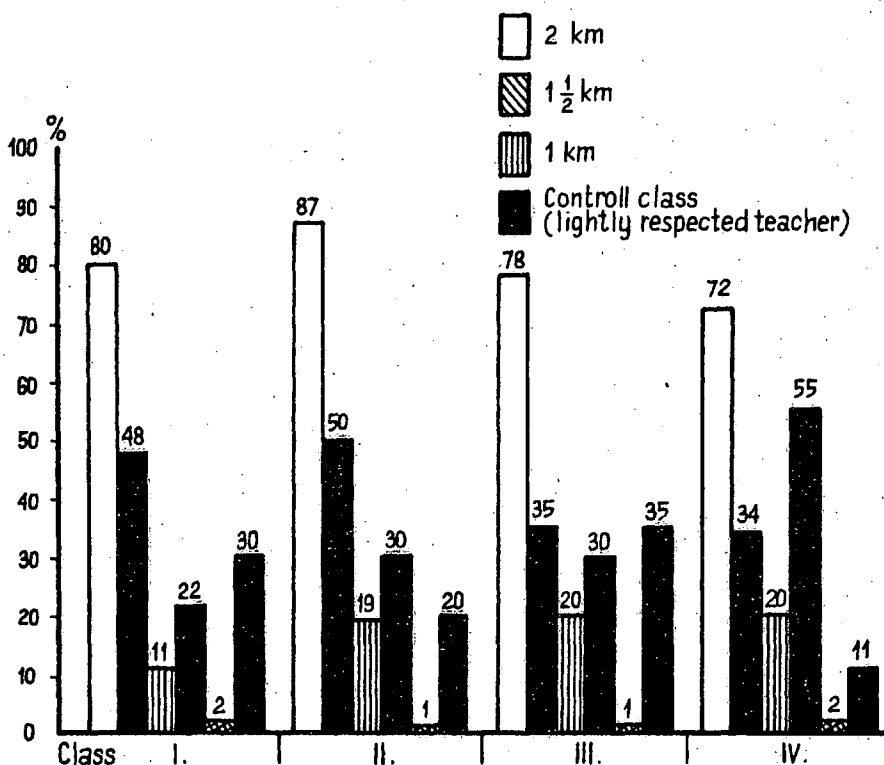


Fig.2

Investigation of the interpersonal and social weight of teachers

It is shown by the values of statistics that the majority /80 p.c., 87 p.c., 78 p.c., 72 p.c./ of students have accepted in every class the estimation of the respected teachers of the teaching-staff and pupils of the same 4 classes. Now it was another building whose distance from the school was to be estimated. The result can also be seen in Fig.2. It is evident at first sight that the values esteemed by students were influenced to a smaller degree by the less respected teacher and thus the estimation data shows a considerable variety.

The teacher who enlarges the teaching material of his subject and is able to present it in a way that much appeals to pupils

Looking at the psychic characteristics, we may establish that a rather resolute and conscious endeavour to get balance and harmony is undoubtedly characteristic of both age-groups. This is the very reason why pupils consider it important for their teachers to complete the text of the textbooks with additional information related to practical life. They declared in the course of our investigations that 55 per cent of their teachers amplified the compulsory material of the subjects of instruction systematically, which was a positive help. They have also stated that the teachers mentioned are able to make the material presented vivid, thus speeding up the development of their interest considerably, enlarging the circle of their knowledge, and even connecting school knowledge with the scientific, artistic, and other questions, e.g., those production, dealt with by the adult society. /Fig.1: 1/k/.

On the basis of the statements given so far, the following ways of amplifying general and special knowledge are considered important by students:

- /a/ making the generally dry facts contained in the material of instruction vivid,
- /b/ making the given facts important for students,
- /c/ recognizing the essential elements of notions, knowing their connections,
- /d/ connection of results gained in recent investigation with new knowledge,
- /e/ introduction to the use of teaching aids which help pupils study problems without their teacher /reference books, encyclopedias, journals, books, museums, various institutes
- /f/ exposing far-reaching connections. Clearly, the opinion of those questioned is this: the ideal teacher has a wide range of general and special knowledge and is able to open up new intellectual horizons for them.

The teacher repeating only the text of the schoolbook

A considerable proportion of secondary-school teachers - unlike their above mentioned colleagues - expound only the text of schoolbooks in class. Students estimate that 42 per cent of their teachers belong to this group /Fig. 1: 2/k/. This or that way, these teachers communicate the text of school-books to pupils. They do not even make any changes in the order of items presented. Let us quote a typical students' opinion: A typical case of our sittings -in and informations by the help of students is discussed here below: "geography lessons are boring because our teacher only repeats the material of the schoolbook. He adds nothing to it, leaves rather unknown concepts unexplained /e.g., force of gravity, the process of metal-formation, he does not show the climatic zones either on the map or on the globe./ At oral examinations, however, we most know these. We do not follow the sea currents on the map, either."

On the basis of the teachers observations, projective pictures, and of the answers obtained by means of questionnaires, we have noticed the following major deleterious effects:

- the defective knowledge of essential elements of some fundamental notions causes students difficulties in understanding the new material
- the dry factual data make the majority of students bored, uninterested,
- such pupils' range of interest narrows down, their memory, however, is developing well,
- at the same time, the independence of their thinking, its systematizing and critical faculty, as well as its flexibility are developing in an unfavourable fashion,
- their inventive power, combinative faculty are obviously poorer,
- the consciousness of their self-esteem is rather uncertain, their choice of profession is less careful,
- a part of them become rather restless and another part more or less impassive. Luckily, the teachers mentioned

above are in most schools in a considerable minority, their harmful effect is, therefore, partly counteracted by their colleagues.

The teacher adhering rigidly to the text of the
schoolbook or lecture notes

A teacher adhering rigidly to the text of the schoolbook or lecture notes is very near to the behaviour-forms already investigated above. According to the students questioned, 26 per cent of their teachers belong to this group. Let us see some remarkable pupil's opinions: "I go out of my way to break away from the narrowed-down, schoolbook-like world. Unfortunately, I have neither time nor other possibility to realise this desire. I have to cram 4 to 5 hours a day to be above the general mark 4" /cl.4, 13/. "It is terrible even to think of Russian lessons where we have to learn every piece of reading by heart. If somebody make more than one single mistake, he or she gets an unsatisfactory mark. Our teacher would sometimes give 15 to 20 fail marks during a single school-lesson. We never learn words or independent expressions, and grammar is, taught only through rules. The truth is that nobody is interested any longer in this teacher. This essentially impossible situation can neither be understood nor accepted. It can only be endured somehow." /cl.2, 5/.

The deleterious effect of this situation can be summarized as follows:

- this spiritual despotism necessarily narrows down the many-sided interest of students,
- in a part of students it induces intellectual simplicity, in others, however, the result is defiance, revolt, lack of self-reliance, dependence /rigidity, stereotyped pattern/ of thinking,
- in this teacher-student relation most students lose their beliefs and trust in adults,
- the development of the purposiveness of students is decreasing,
- this daily feeling of defence lessness prevents the pupil from becoming an independent individual personality
- it slows down the activity of young people full of ambitions.

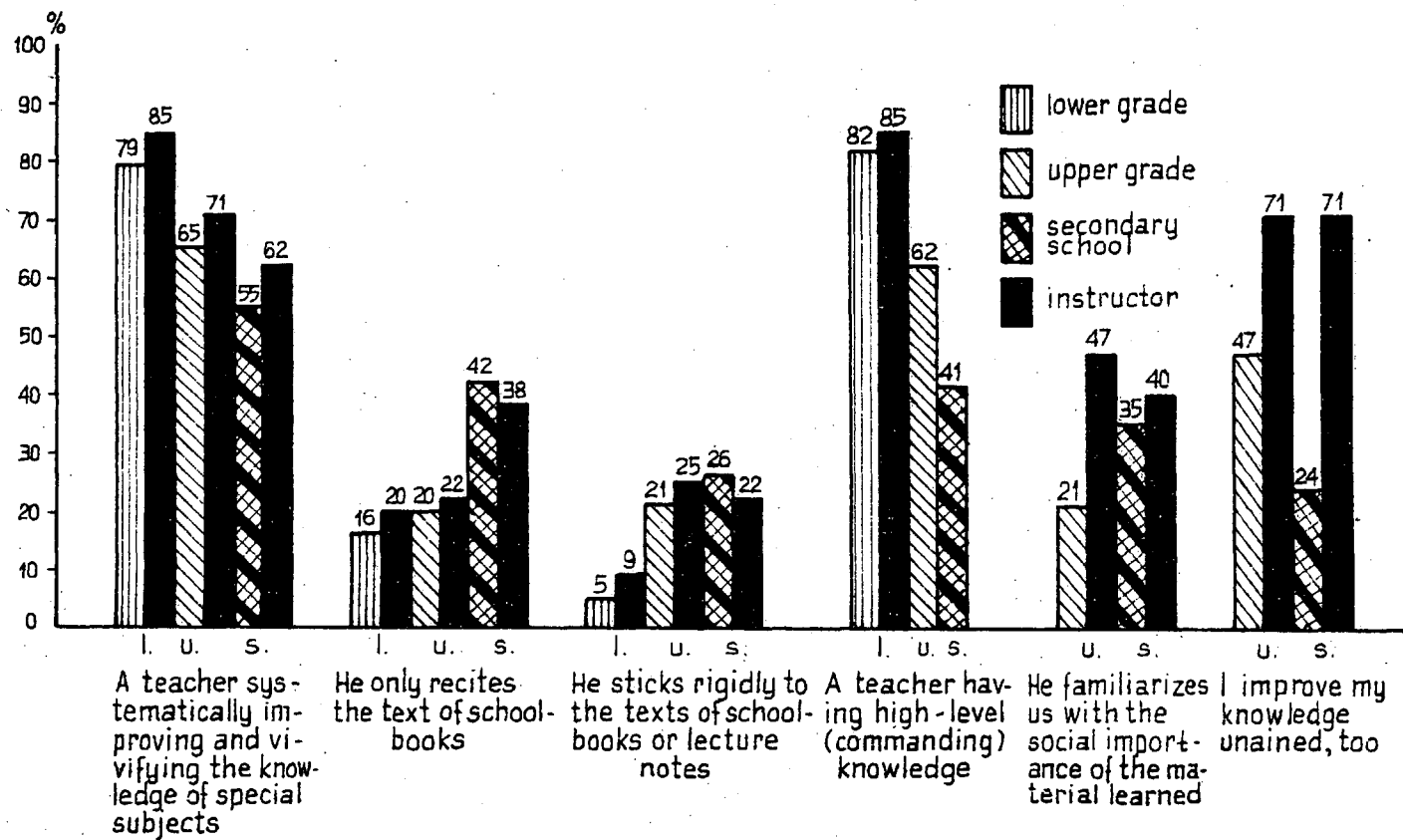
In most cases, of course, the deleterious effects cause a personality-trouble only if they appear together with other endangering factors.

Getting pupils to recognize the social importance
of what they are taught

Our investigations also call attention to the fact that the present-day secondary-school age-groups are formulating their aspirations of their integration into society much more definitely, purposefully and in a more clear-cut way than the generations of 40-50 years ago. And even the recognition of their social demands and their looking for solutions concerning the ways of realizing them take place about one, one-and-half, sometimes two years earlier. From about the age of 15 or 16, secondary-school pupils think about questions of their passing into adulthood, and, what is related to it, the most suitable career they would like to choose. They turn, therefore, with a particular attention to any problem /at school or outside school/ that they can use as a means for increasing their scientific and other knowledge, abilities, etc. They are striving to increase by all possible means the social usefulness of their activity, and to successfully integrate into society both as a man and a specialist. It follows necessarily from this outlook that with the great majority /85 per cent/ of students one of the central measures of decision is the usefulness of things learned at school and the degree of their social importance - by this they mean a practical utilizability. It is only natural, therefore, that pupils attach great importance to all the behaviour-forms of their teachers that support them in their ambitions discussed above. According to the judgment of pupils, 35 per cent of their teachers /Fig.1: 5/k/ - within the limits of their possibilities - regularly make them understand the intended social purpose of the single topics of school-curricula.

Fig. 3.

GENERAL KNOWLEDGE AND THAT OF SPECIAL SUBJECTS



TEACHER'S COMMON BEHAVIOUR-FORMS MANIFEST IN THEIR PRESENTATION
OF TEACHING MATERIAL

2. As shown by practical experience, observations and the numerical data of investigations, the efficiency of teachers' interpersonal influence is determined by their knowledge and, besides that, to a large extent by their ability to pass on knowledge to pupils. It may be said without exaggeration that the teacher's educational and instructional activities as well as his ability to exert social influence have as their bases two above behaviour-complexes, i.e. knowledge and the ability to transmit it.

Fig.3.

4. 6-10-year-old pupils' opinions about their teachers' behaviour-forms as regards transmission of knowledge

The teacher's outward appearance and sense of phrasing

5. The results of our investigations are shown in coloumn 1/a Fig.3. According to 86 % of the 6-10-year-old pupils their teachers' outward appearance and speech /sense of phrasing/ are engaging. This can, in all probability, be considered a good result. Pupils have a negative opinion of 10 % of their teachers and they are indifferent to 4 %
6. "when our teacher stands up in front of the class, she manages to attract our attention even without saying a word. Then her face has a rather strict expression and her eyes command silence." /3.cl. 7./

"When in front of the class, she is always determined but her eyes smile. This makes all of us cheerful. She encourages us with her head, eyes and movements as well. Sometimes it would happen that first I cannot answer her questions, but when she looks at me I can almost always give her the right answers. Her eyes and voice are so encouraging." /4.cl. 3./

7. In consequence of their age-group characteristics and personalities, 1st and 2nd class pupils observe first of all their teachers' outward characteristics. This is, however, not to deny the significance of social contents attached to forms. Such are: beauty in general, smiling, motion, pretty dresses, the face, beautiful hair and hands, tone, complexion, laughing etc. With 3rd and 4th class pupils these forms increase and the behavioural elements related to teachers' outward appearance and other modes of bodily expression are more and more received by pupils as social signals.
8. Outward disharmony of figure, uncoordinated motion, tasteless clothes, never smiling complexion, distrustful look, shy appearance, behaviour full of inhibitions, over-energetic, rough behaviour, uneducated and discomforting speech, lack

of metacommunicational transmission of thoughts, feelings and aspirations are all considered as negative features both by pupils and teachers.

9. Pedagogical imagination and intellectual flexibility

One of the fairly important preconditions of the teacher's ability to transmit knowledge is his good pedagogical imagination matched with flexibility /76 %/. Lessons are always preceded by the concrete planning of the material to be taught. While making lesson plans, teachers put the items to be taught into some logical order and they also picture for themselves the various aspects of pupils' /individuals and group/ learning, i.e. what, how, with what precision and how quickly can be taught to them. In addition to this, the teacher should also be aware of the difficulties which might arise in pupils' understanding what is newly taught to them. Consequently, the teacher plans not only what is to be taught but also the didactic process of learning. And, he is clear about the attainments his pupils must have.

0. Teachers, as it were, must see their pupils' reactions, pace of development and their occasional logical mistakes. For this very reason the various learning processes are planned in a variety of ways so what they can flexibly change according to different feedbacks. Thus we can arrive at what has been put by a teacher as follows: "As a matter of fact I look at problems through the eyes of pupils, I do not think in terms of subject matter of instruction. I depend on my pupils' activity. Everything else is considered as means, teaching material as well as teaching methods." /121/.

1. Connection between the ability to transmit knowledge at school and teaching methods

The teacher's behaviour referred to as transmission and communication can also be called "ability to transmit". Among other things, it means the ability to transmit knowledge and the ability to radiate the intellectual fullness of emotions and will. This traditional interpretation has to be completed with the ability to control the child's personality. This

teacher behaviour postulates in the teacher's thoughts and actions the dialectical unity of the material to be taught, teaching methods, pupils' achievement known by feed backs and pupils' pace of understanding /81 %/.

12. Let us examine the ration of methods used in oral learning in our field of observation /Fig.4./.

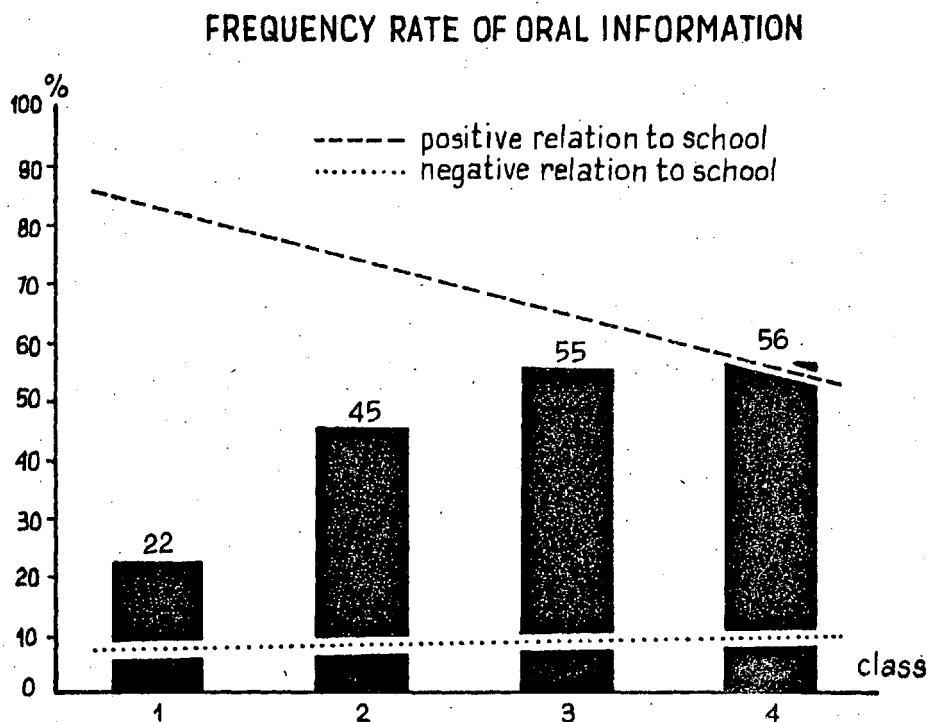


Fig.4.

The chart well indicates how oral methods come to the fore class by class /cl.1.22%, cl.2. 45 %, cl.3. 55 %, cl.4. 56 %/. We think, however, that this development is too fast if we take into account the rather smaller development of age-group characteristics.

13. The ratio of activation method

FREQUENCY RATE OF THE ACTIVATING METHODS

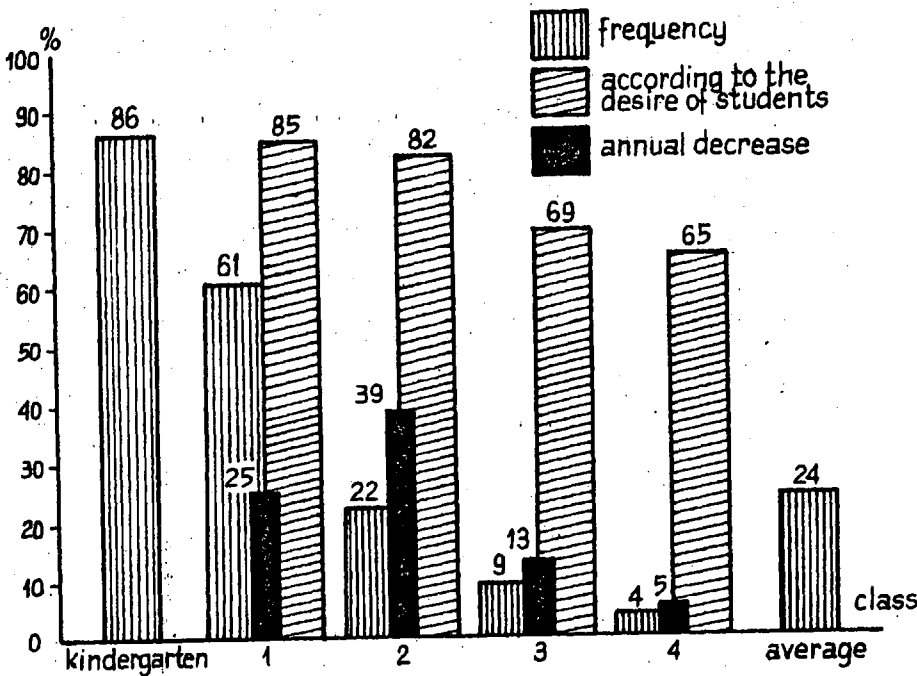


Fig.5.

14. The breakdown of percentages according to classes shows the natural situation that teachers in the 1st class use the activation method as long as 61 % of every lesson. This percentage seems to be small for in kindergartens the time allocated to activation is 86 %. Their being a difference of 25 % between the above percentages, one can conclude that the method of learning changes faster than the personality develops. In the light of our investigations this difficulty has a disad-

vantageous effect on 25-30 % of 1st class pupils.

In the 2nd class activation is reduced to 39%, which causes serious troubles in learning. It is to be regretted that in the 3rd class there is yet another reduction of 13 %, followed by 5 % in the 4th class. As testified by Fig. 5. as well, our investigation as to which method is most popular with pupils shows a multiple of the actually used activation method /cl.1. 85, cl.2. 82, cl.3.69, cl.4. 65%/

15. In consequence of the application of the activation method, it was not only the pupils' achievement that increased but also their positive relation to school improved, their efforts to discover phenomena remarkably multiplied, those experiencing success became larger in number, praxic emotions get a significant role and thus interest, activity and individual efforts to solve problems /volitional activity/ became general. All this resulted in the increased functioning of realizing capacity, remembrance, imaginative, speculative and attentive psychic processes.

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Мнение учащихся о формах своих преподавателей

д - р Вецко Йозеф

Вводная часть статьи занимается увеличением роли поведения преподавателей. В ней подчёркивается проблема беспрерывно нагромождающихся научных знаний, усовершенствования пособий и методов преподавания. Преподавателей озабочивает и изменение в контактах учащихся, поскольку гомогенность групп сменилась мультиплицитностью. Общество, однако, с нарастающим нетерпением торопит улучшение психической атмосферы и умение оказать более эффективное влияние на учащихся.

Из позиций исследования проистекают отвержение традиционного подхода, основывающегося на раскрытии качеств и стремление поставить в центре внимания личность.

В ходе исследования было опрошено устным и письменным методом 12 тысяч учащихся общих и средних школ, а также 3 тысячи педагогов: следовательно, полученные нами результаты и показатели являются репрезентативными для всей страны.

Форм поведения преподавателей рассматриваются нами в четырех важнейших плоскостях:

- 1./ в сфере интеллектуальной,
- 2./ в сфере этической и сфере характера ,
- 3./ в сфере целевой установки,
- 4./ в сфере состояния.

В опубликованной статье охватывается только первый комплекс проблем / главные формы деятельности в области интеллектуальной /. Названный круг деятельности рассматривается в трёх аспектах.

- а/ в отношении общей и специальной подготовленности,
- б/ в области организаторского таланта и
- в/ в области форм поведения уметь посредничать.

В статье делается нами попытка получить ответ на упомянутые вопросы в отдельности в кругу учащихся младших и старших классов общеобразовательных школ и средних школ.

Schülermeinungen über Verhaltensformen ihrer

Lehrer

Dr. József Veczkó

Die Einleitung der Abhandlung beschäftigt sich mit der vergrößerten Rolle des Verhaltens von Lehrern. Das die Lehrer belastende Problem der unaufhörlichen Anhäufung wissenschaftlicher Kenntnisse sowie die Langsamkeit der Modernisierung von Unterrichtsmitteln und -methoden wird hervorgehoben. Eine besondere Sorge für die Lehrer bedeutet die Vergänderung in den Kollektivbeziehungen der Schüler, weil die Gruppenhomogenität durch Gruppenmultiplizität abgelöst wurde. Die Gesellschaft stellt auch immer strengere Anforderungen an die Verbesserung des schulischen Klimas und die effektivere Einwirkungsfähigkeit auf die Schüler.

Aus der Betrachtungsweise der Untersuchung folgt, dass die traditionelle atomisierte Annäherung an Eigenschaften abgelehnt, und eine Konzentration auf die ganze Persönlichkeit angestrebt wird.

Im Laufe der Untersuchung wurden an 12000 Schüler von Grund- und Oberschulen und an 3000 Lehrer /schriftlich und mündlich/ Fragen gestellt, um dadurch landesrepräsentative In dieses gewinnen zu können.

Es werden 4 Hauptbereichen der Verhaltensform von Lehrern untersucht; und zwar:

- 1./ intellektuelle
- 2./ etische und charakterabhängige

3./ zielsystemabhängige

4./ zustandsabhängige.

Die jetztige Abhandlung erörtert nur den ersten Problembereich /nämlich: die wichtigsten intellektuellen Tätigkeitsformen/. Die erwähnte Tätigkeitsgruppe wird unter 3 Aspekten untersucht.

Es sind die folgenden:

1./ die allgemeinen und Fachkenntnisse

2./ die mit der organisatorischen Fähigkeit zusammenhängenden Tätigkeiten

3./ die Verhaltensformen der Wissensvermittlungsfähigkeit.

Bei der Auswertung werden die Antworten der Schüler der Unter- und Oberstufe der Grundschule bzw. der Mittelschule getrennt behandelt.